

Intent of Project Enrich:

The intent of these funds is to assist state education agencies and their partners in reforming and improving their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

South Dakota's Project ENRICH provides a framework for intentional and deliberate Pre-K – 12 school improvement and the improvement of services to infants and toddlers. Over the course of the next five years, five regions will be funded to implement research based personnel development activities and strategies designed through collaborative efforts and based on the evidence of needs relative to the goals of South Dakota's State Improvement Grant.

Goals and Correlates of Project Enrich:

Project Goal:	Project Correlate (s):
1. Create a system for coordinating and enriching the professional development of school personnel, early intervention providers, mentors, volunteers, parents, and others connected with the life and learning of children and young adults with disabilities.	<i>A. Through the implementation of a comprehensive regional system of personnel development and extensive teacher training, the mathematics and reading academic achievement scores of children with disabilities will improve.</i>
2. Improve the learning opportunities and achievement of children with disabilities.	<i>B. Through the implementation of a comprehensive regional system of personnel development, needs-specific training and technical assistance will be provided to all education personnel in an effort to provide educators with the skills necessary to meet the needs of children with disabilities.</i>
3. Increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities.	<i>C. Through the implementation of a comprehensive regional system of personnel development, technical assistance will be provided to all education personnel in an effort to assist districts in their goals to ensure adequate yearly progress for children with disabilities.</i> <i>D. Regional hubs will be established to create a comprehensive regional system of personnel development. Partnerships and linkages within both the hubs and overall programmatic activities will enable the system to grow in strength and quality.</i> <i>E. Through the implementation of a comprehensive regional system of personnel development, technical assistance and training will be provided to all early intervention providers.</i>

Correlate A. Through the implementation of a comprehensive regional system of personnel development and extensive teacher training, the mathematics and reading academic achievement scores of children with disabilities will improve.

<i>Objectives for Correlate A</i>	<i>Activities for Correlate A</i>	<i>Outcomes of Correlate A</i>
A.1 To improve the instructional skills of teachers in South Dakota by providing training and technical assistance regarding research-based practices proven to improve results for diverse learners	<p>A.1.1 Regional hubs develop and implement training that supports research-based methods of instruction that transcend academic disciplines and are responsive to specific local needs</p> <p>A.1.2 Regional hubs provide for collaboration opportunities and reflective time for synthesis and analysis of practices learned</p> <p>A.1.3 Training for paraprofessionals, general educators, special educators, and parents held simultaneously</p> <p>A.1.4 Coordination and collaboration occurs with <i>Reading First</i>, <i>South Dakota Reads</i>, and the <i>Math Initiative</i>.</p> <p>A.1.5 Coordination occurs with early intervention and other early childhood programs</p>	<ul style="list-style-type: none"> ▪ 70% of students with disabilities will demonstrate increased performance on statewide assessments that measure reading and mathematics proficiency. ▪ The performance gains of children with disabilities on these assessments will increase to correlate with the percentage of increases made by non-disabled children ▪ The percentage of disabled children participating in statewide assessments will be commensurate to the percentage of non-disabled children

Correlate B. Through the implementation of a comprehensive regional system of personnel development, needs-specific training and technical assistance will be provided to all education personnel in an effort to provide educators with the skills necessary to meet the needs of diverse learners.

Objectives for Correlate B	Activities for Correlate B	Outcomes of Correlate B
B.1 The Comprehensive System of Personnel Development will be coordinated at state and local level to maximize resources and avoid duplication.	<p>B.1.1 Regional hubs engage in information dissemination and training on disabilities with regional partners.</p> <p>B.1.2 Coordination occurs with members of the Regional Leadership Teams and their respective organizations, as well as with the Project Management Team in terms of capacity building and integration with pre-existing initiatives.</p> <p>B.1.3 Regional Leadership Team collaborates with School Support Teams funded under Title I, Part A.</p>	<ul style="list-style-type: none"> Teacher satisfaction with the quality and quantity of professional development opportunities and available technical assistance will increase by 15% each year of the project once baseline data has been established. The retention of teachers in districts served by Project ENRICH will increase for each year of the project once baseline data has been determined.
B.2 To meet the professional development requests of educators as indicated in the most recent Needs Assessment for Education	<p>B.2.1 Regional hubs develop and implement training in the area of inclusive classroom strategies.</p> <p>B.2.2 Regional hubs sustain and continue to provide strategies, training, and technical assistance on positive behavior supports.</p> <p>B.2.3 Regional hubs develop and implement training in co- and collaborative teaching.</p> <p>B.2.4 Regional hubs provide provisions for reflection and assessments of theory put into practice.</p>	

Correlate C. Through the implementation of a comprehensive regional system of professional development, technical assistance will be provided to all education personnel in an effort to assist districts in their goals to ensure adequate yearly progress for students.

Objectives for Correlate C	Activities for Correlate C	Outcomes of Correlate B
C.1 Targeted assistance will be provided to the districts within each region through the regional hubs.	<p>C.1.1 Regional hubs will coordinate with School Improvement efforts to offer professional development opportunities and training to schools that are not making AYP.</p> <p>C.1.2 Training will be offered to all schools located within the two geographic pilot regions in project year one.</p> <p>C.1.3 Parents will be informed and trained as potential participants in school reform activities in their local districts.</p>	<ul style="list-style-type: none">▪ The number of schools that have made AYP per piloted region will increase by 5% for each year of the project.▪ Schools receiving technical assistance through one of the regional hubs will increase the achievement test scores of students in all ethnic groups, as evidenced by the State Accountability Plan.

Correlate D. Regional hubs will be established to create a comprehensive regional system of personnel development. Partnerships and linkages within both the hubs and overall programmatic activities will enable the system to grow in strength and quality.

Objectives for Correlate D	Activities for Correlate D	Outcomes of Correlate D
D.1 The Project Management Team will ensure that a variety of perspectives are brought to bear in the planning and coordination of the CSPD, as evidenced by the distribution and requirements contained within competitive RFPs for regional sub-grants.	<p>D.1.1 The Project Management team will disseminate a competitive RFP according to state policy which requires a competitive process if more than a single source is available.</p> <p>D.1.2 Sub-grants will be awarded, one per region, with two pilot regions in project year one, a third region added in project year two, and the final two regions added in project year three.</p>	<ul style="list-style-type: none"> Each region of the state shall have a hub responsible for developing a system of personnel development specific to that region.
D.2 The Regional Leadership Teams will increase the capacity of parents, advocacy groups, and educational agencies to promote school reform efforts and increased achievement for all students.	<p>D.2.1 Regional hubs receiving sub-grants will be responsible for coordinated planning and dissemination regarding training opportunities for parents, educators, paraprofessionals, and early intervention providers.</p> <p>D.2.2 The Regional Leadership Teams will continuously recruit stakeholders with various experiences to support logistical operations of the regional hubs.</p> <p>D.2.3 Regional hubs will begin construction of a comprehensive program for interagency collaboration with tribal programs and agencies.</p>	<ul style="list-style-type: none"> Dissemination regarding best practices via the state website and replicated with the addition of new regions. Evaluations from workshops and study groups will be used to determine the quality of the training. A clearinghouse via an internet link will indicate all professional development activities transpiring in and across regions. Dissemination of state and national resources via the state website and links to “DDN 4 Learning”, “What Works Clearinghouse”, and K-8 ACCESS”. An annual report will be submitted to the public regarding the principles that bind the linkages and naming the projects accomplished through the hubs.

Correlate E. Through the implementation of a comprehensive regional system of personnel development, technical assistance and training will be provided to all education personnel, including birth through three and other early intervention providers.

Objectives for Correlate E	Activities for Correlate E	Outcomes of Correlate E
E.1 Sustained professional development will be available for a traditionally underrepresented group, birth through three and other early intervention providers, in conjunction and in coordination with other professional development activities proposed by the regional hubs.	<p>E.1.1 Regional hubs will plan and implement training on integrated therapy.</p> <p>E.1.2 Collaborative opportunities will be provided for by the regional hubs, which will offer reflective time and process evaluation.</p> <p>E.1.3 Regional hubs will develop and implement a plan for professional development for early intervention providers, both public and private.</p>	<ul style="list-style-type: none"> ▪ Provider satisfaction with the quality and quantity of professional development opportunities and available technical assistance will increase by 15% for each year of the project once baseline data has been determined. ▪ Evaluations from workshops and study groups will be used to determine the quality of the training. ▪ A clearinghouse via an internet link will indicate all professional development activities transpiring in and across regions.